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INTRODUCTION

Even the smallest school is a complex blend of grounds, buildings, services and equipment. It is a volatile mixture, forever in a state of flux and demanding constant attention if it is to provide a safe and healthy environment in which to work and learn. One way to help those within the school to achieve a safe and healthy environment is to introduce a system of regular checks in order to confirm that standards are being maintained.

Once responsibility for carrying out the various health and safety checks has been allocated, there is the danger that some checks are left in the no man's land between colleagues or, worse, cross over so that everyone believes that someone else is carrying out that particular check. The first step is to identify all the checks, which are applicable to a school and nominate competent members of staff to carry them out. The second step is to ensure that the results of these checks are monitored.

How often the general premises checks should be carried out depends on the individual school. There is a narrow line between regular checks which staff see as a useful means of updating information and a bureaucratic exercise which no one respects. As a guide, the interval between checks should not exceed one year, while once a term is closer to the ideal. After any major incident a check of the relevant area should be carried out as part of the accident investigation procedure.

Some checks are not easily accommodated within any checklist. For example, outstanding repairs should be reviewed at least once a term and health and safety priorities should be identified as part of a wider premises survey. Again, inspecting the accident book does not fit neatly into any checklist, but it should be done and the findings should be included in the termly report to the governing body.

Every check and each review will produce an action list, the contents of which need to be placed in an agreed priority order. It is not enough to note a defect or deficiency. There must be a decision as to what action will be taken to resolve it and who is to carry out that action.

MAINTENANCE

The message for schools is to make sure that all maintenance, whether it is carried out in-house by the school's own staff or by contractors, is carried out in a safe manner and in accordance with all appropriate codes of practice.

There should be arrangements for the health and safety element of any building defect to be identified as early as possible. A simple way of doing this is to have a "Yes/No" tick box on the maintenance checklist for each area and space for further detail if the "Yes" box is ticked. Every report must be investigated promptly and, if necessary, action should be taken to make the area, apparatus or activity safe until such time as full repairs are carried out.

There should be a system, which allows regular monitoring of all outstanding repairs. This is necessary so those minor defects are not allowed to become serious hazards.

CARETAKING ACTIVITIES

Objective

Caretaking covers a wide range of activities from cleaning to plant operation. The objective of this form is to provide the site manager or caretaker with a checklist of the health and safety requirements of routine caretaking activities. It also allows the results of the checks to be recorded.

Cleaning Materials

Many cleaning materials are 'hazardous substances' and therefore the Control of Substances Hazardous to Health Regulations will apply. (See also Register of Caretaking Chemicals later in this section.) Health and safety should be an important consideration when selecting materials. Manufacturers' product data sheets should be obtained and a risk assessment carried out. Labels should be read and instructions about storage, handling, use and disposal followed. Cleaning materials should be kept in a locked store except when in use. They should only be kept in properly labelled containers and never in empty food or drink containers.

Cleaning materials should never be mixed, except in accordance with manufacturers explicit instructions. All cleaning staff should be aware that bleach and bleach products must never be used where they could react with other products and generate toxic gas. Phenolic disinfectants can taint food and should not be used on food preparation surfaces.

Protective clothing (e.g.: gloves, face masks, eye protection) should be worn in accordance with manufacturers' instructions.

Floors

Falls are the most frequent cause of injury in schools. The correct treatment must be used to avoid slippery floors. Manufacturers' instructions should be followed with regard to the treatment of floors and how long they should be left after treatment before allowing people to walk on them. Wet floor signs must always be used where appropriate.

Some substances, e.g.: seals, are hazardous and require good ventilation. Particular care must be taken in confined spaces.

Equipment

All electrical equipment used by caretaking and cleaning staff must be checked for electrical safety at least annually. In addition, more frequent visual checks should be made, particularly of floor-cleaning machines where cables are easily damaged. Cables and plugs should not be exposed to liquid.

Only trained staff should use floor-cleaning machines.

Boiler Rooms

Boiler rooms should not be used as workrooms, offices or rest rooms. They should not be used for storage and they should be kept tidy with good access routes. They should be kept locked when not in use. Operating instructions and emergency procedures should be displayed.

Regular inspections should check the condition of any lagging (there should be a record of any asbestos, and anyone working on the boilers or pipes informed) and fire shut off valves. Air vents should be kept clear and any fumes/smells reported. All pumps drive and other dangerous parts of machinery should be guarded.

Access Equipment

Most caretakers use ladders and stepladders and some also use tower scaffolds. See Checklist. Ladders and Stepladders, Record. Ladder Register and Check-list: Tower Scaffolds earlier in this section for further information.

Manual Handling

Caretaking staff usually carries out a significant number of manual handling tasks such as dealing with deliveries, moving furniture and handling large containers. These operations come under the Manual Handling Operations Regulations. The Regulations require that where reasonably practicable, manual-handling operations, which involve a risk of injury, should be avoided. Where it is not reasonably practicable to avoid such operations an assessment must be carried out and the risk should be minimised so far, as is reasonably practicable.

Providing trolleys, sack barrows and 'stair climbers'; can reduce risk of injury. Ramps can avoid the need to carry articles up steps.

Training covering, manual handling awareness, handling techniques, manual handling assessments and how to control risks is essential for staff at risk and can be delivered via eLearning.

Roof Work

Many caretakers regularly access roof areas to retrieve balls or carry out maintenance work, e.g.: cleaning gutters. Working on roofs can be very hazardous and caretakers would not normally be expected to undertake anything other than minor, short duration work. Even this should only be carried out after a suitable risk assessment has identified the necessary preventative and protective measures.

The Approved Code of Practice which provides guidance on the implementation of the Workplace (Health, Safety and Welfare) Regulations states that secure fencing should be provided wherever possible at any place where a person could fall two metres or more. Although this may not always be reasonably practicable on roofs, for any work of more than a few minutes' duration there should be some form of protection against falls. Even very short duration work should not be carried out close to the edge of a roof or near unprotected roof lights.

**CARETAKING ACTIVITIES
Checklist Form**

Name in BLOCK capitals:
Signature:
Location:
Time: Date:

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Notices								
Fire								
First-aid								
Emergencies (boiler house)								
Hazardous Substances								
Register completed								
Risk assessments								
Storage								
Instructions								
Floors								
Slip resistance								
Use of chemicals								
Access Equipment								
Ladders								
Tower Scaffolds								

CARETAKING ACTIVITIES

Name in BLOCK capitals:	
Signature:	
Location:	
Time:	Date:

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Equipment								
Guarding								
Electrical checks								
User competence								
Boiler Rooms								
Housekeeping								
Lagging								
Ventilation								
Pump drives								
Control panels								
Gangways								
Auto pre shut-off valve								
Instructions displayed								

CARETAKING ACTIVITIES

Name in BLOCK capitals:	
Signature:	
Location:	
Time:	Date:

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Manual Handling								
Assessments								
Trolleys								
Sack barrows								
Ramps								
Roof Work								
Access								
Guard rails								

REGISTER OF CARETAKING CHEMICALS

Objective

The objective of this form is to provide a register of the chemicals used by caretakers and cleaners to help comply with the Control of Substances Hazardous to Health (COSHH) Regulations.

Key Points

Hazardous substances, which are subject to the Control of Substances Hazardous to Health Regulations, must be identified and the risks assessed. Each substance (e.g.: cleaning fluids, floor treatment, swimming pool treatment, drain cleaners, etc.) should be identified and listed on the form. The storage location should be stated. A hazard data sheet should be obtained for each product and noted on the form. Any protective clothing required should be recorded.

It is recommended that all substances, whether covered by COSHH or not, should be recorded. If COSHH applies, the column should be ticked.

All activities involving hazardous substances must be assessed. (NB: the assessment is of the activity, therefore an assessment covering cleaning might include several chemicals.) The form should be ticked to indicate that the assessment has been carried out.

RECORD: CARETAKER TRAINING**Objective**

Caretaking staff must be trained to carry out their work safely. The objective of this form is to record any training undertaken by caretaking staff.

Key Points

The Provision and Use of Work Equipment Regulations, the Control of Substances Hazardous to Health Regulations and the Management of Health and Safety at Work Regulations and other legislation place a duty on employers to provide training to ensure that work is carried out safely. Some training can be carried out in house by other school staff or specialists (for example LEA staff). Some training, e.g.: tower scaffold erection, must be carried out by specialists, normally off site.

All training for each member of staff should be recorded on the form.

**CARETAKER TRAINING
Checklist**

Type of Training	Name		Name	
	Course	Date and signature	Course	Date and signature
Induction				
First-Aid				
General Health and Safety				
Hazardous Substances				
Ladders				
Tower Scaffold: user erection inspection				
Boiler Plant				
Swimming Pool Operation (where applicable)				
Manual Handling				
Other				
Refresher Training				

Signed:

Date:

Position:

GROUNDS AND EXTERIORS OF BUILDINGS

Objective

The objective of this form is to provide a checklist of the items in school grounds and those which relate to the exteriors of buildings which need to be inspected on a regular basis. It also allows the results of those checks to be recorded.

Key Points

In LEA schools responsibility for the maintenance of various parts of the building is divided between the LEA and the governing body. It is particularly important that governing bodies identify from the scheme of delegation which parts of the premises they are responsible for.

Certain periodic checks on grounds and exteriors of buildings are a matter for a specialist; arrangements should be made with an appropriate competent person (normally an external contractor).

In addition to these specialist checks the school grounds should be checked every day to ensure they are safe. Specific areas, which should be checked, include the following.

Perimeter Fence

Fencing is vulnerable to vandalism. It can be very difficult to ensure that it is continuous and in good repair. Whatever its condition, it must not present any risk to anyone. When damaged, some types of wire mesh fencing can protrude onto pavements and walkways. This is particularly dangerous at night when the damaged fence cannot be seen easily. All fencing and walls should be periodically checked for stability.

Gates

Gates should either be secured in an open position or locked shut. Children have been injured and killed as a result of swinging on gates. When inspecting gates it is particularly important that any metal gateposts are examined for corrosion. New layers of asphalt can obscure sometimes corrosion at the base of the post.

Playing Fields and Landscaped and Hard Play Areas

School grounds must be free of debris and litter. Playing areas, including grassed playing areas and playing fields, should be free of any material, such as broken glass, which could cause injury to anyone using those areas. Such areas should also be free of dog faeces. Hard playing surfaces should be kept free of loose gravel and grit.

Vehicle Access and Car Parks

There should be regular checks that the approved arrangements for car parking are observed, along with all other road safety arrangements such as speed limits and one way systems. These areas should be audited for risks on a regular basis and the arrangements improved wherever possible.

Roofs

Roofs of all buildings, which form part of the school premises, should be checked for loose tiles. These should be replaced immediately. If they are not, there is a risk that they might become

dislodged and hit someone. It should not be possible for pupils to gain access to roofs; therefore any skylights or other openings to roofs should be secured.

Gutters

Any inspection should check that gutters are not blocked. Blocked gutters may cause a build-up of water, which may cause dry rot. If dry rot is allowed to spread, parts of the premises may become structurally unsound and, thus, a threat to health and safety. Any inspections by school staff must be carried out safely - this is especially important when checking gutters. Work on a flat roof, for example, would normally require edge protection.

Windows and Glazing

Window frames should be checked to make sure that they are solid. Window glass should be replaced if it is cracked in any way. When open, windows should not project into an area where people are likely to collide with them. Provision should be made to ensure that windows could be cleaned safely. Consider and install safety glass (British Standard) in all areas of glazing where a pupil or adult could be vulnerable.

For added guidance glazing below shoulder height in doors and side panels, and below waist level in windows or partitions, should be of a safety material or otherwise protected.

Services

All stopcocks and stop taps should be tested to make sure that they work. They must not be allowed to become stiff so that they cannot be operated in an emergency.

Intruder alarms should be tested regularly to ensure that they are working. A service engineer from the intruder alarm Installation Company normally carries this out.

Fire

To comply with fire safety legislation it is essential the school has an up to date fire risk assessment in place.

**GROUNDS AND EXTERIORS OF BUILDINGS
Checklist**

Name in BLOCK capitals:
Signature:
Location:
Time: Date:

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Access								
Vehicles								
Pedestrians								
Roadways								
Car parking								
External pathways								
Pedestrian/vehicular separation								
General traffic management								
Perimeter fence								
Gates								
Other grounds								
Playing fields								
Landscaped areas								
Hard play areas								

GROUNDS AND EXTERIORS OF BUILDINGS

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Access								
Building Exterior								
Fabric								
Roof								
Gutters								
Window frames								
Glazing								
Normal doors								
Fire doors								
Service								
Gas main stopcock								
Water main stop tap								
Main electrical switch								
Intruder alarm								
Fire detection system								

PLAYGROUND EQUIPMENT

Introduction

The European Standard

The publication of BS EN 1176, BS EN 1177 and the amendments to BS 7188 has resulted in concern about the safety of existing items of play equipment and the surfacing areas.

New Equipment Schools are recommended to purchase equipment and surfacing which meet the new Standards and evidence of compliance should be sought from the supplier.

Old Equipment The position with existing equipment is more complex. There will be concern about compliance but it should be appreciated that equipment, which met the previous standards of BS 5696 or DIN 7926, has not suddenly become unsafe overnight. Indeed, this is where a risk assessment becomes important.

Compliance with legal requirements

All British Standards now include the statement 'Compliance with a British Standard does not itself confer immunity from legal obligations'. You should therefore not rely on compliance with BS EN 1176, BS EN 1177 and BS 7188 alone to determine equipment safety. Under health and safety legislation schools should risk assess all playground equipment.

Risk assessment

A risk assessment of playground equipment will determine what precautions are needed. Part of the risk assessment will involve deciding whether the equipment complies with the relevant standards. Sometimes you may need to do something more; for example, if the equipment predates recent standards, you may need to make some modifications or replace certain items. The playgrounds location may attract particular types of children, such as those who are disabled or highly active, in which case more frequent maintenance may be required because damage might occur more often and the consequences of using damaged equipment might be more serious. Schools will find it necessary to look at the sites accident history when deciding on additional safety precautions.

INSTALLATION

Siting the equipment

When siting the equipment consider access routes. Access may be required for pupils and staff with limited mobility. Direct access onto a road or car park is a particular hazard and protective barriers may be necessary. Ideally both access routes and the equipment should be overlooked ensuring a level of informal supervision. Consider the use of natural shade to provide protection from the sun. However any tree branches should not overhang the equipment which will allow access into the tree. The site should be free from hazards, for example old excavations and buildings, and there should be adequate land drainage. If the site is on reclaimed land, the ground should be checked for contamination.

Layout

It is important to anticipate how children may interact with the various items of play equipment. When children move from one piece of equipment to another it is likely that they will take the most direct route. If such a journey takes them close to a swing or other moving equipment, then the layout of the site has introduced an unnecessary hazard. Moving equipment should be

kept clear of the entrance to the equipment. Poor layout can create many common problems. For example:

- metal slides facing south can become extremely hot during sunny weather;
- children on swings facing the setting sun can be dazzled and become involved in collisions; and
- children can collide as they leave swings or slides sited too close to pathways.

Make use of any natural features on the site for example slides mounted on mounds.

Selecting the equipment

The equipment should conform to the current accepted standards. Consider the age range of the children using the equipment; also consider children with physical or learning disabilities who may use the equipment.

Playground surfaces

Safety requirements and test methods for playground surfacing are contained in BS EN 1177. The main safety requirements are as follows:

- surfacing should have no sharp edges or protrusions;
- surfacing should have no entrapments;
- hard surfaces should only be used outside any impact area;
- impact absorbing surfaces should be used where falls over 600mm are possible;
- topsoil or turf may be used up to 1m.

Surface distance

The surface distance of impact absorbing materials is dependent upon the fall height (on a sliding scale). The range is from equipment with a free fall height of 600mm requires a safety distance of 1.5m to equipment with a free fall height of 3m requires a safety distance of 2.5m. No surface distance is required under 600mm.

Impact absorbing materials

A variety of materials are allowed including rubber tiles, mats, wet pour and loose-fills. The depth of material will depend on the impact absorbency. However loose-fills should be 300mm minimum depth for a maximum fall height of 3m. Some examples of types of loose-fill materials are:

- bark (20–80 mm Particles);
- wood chip (5–30 mm Particles);
- sand (0.2–2 mm Particles);
- gravel (2–8 mm Particles).

Installing the equipment

Installation of the equipment is a vital phase. Careful design and selection of equipment will be rendered worthless if the equipment is incorrectly installed or installed to a poor standard. The contractor responsible for installation of the equipment should be fully aware of the manufacturer installation procedures and requirements.

Foundations

Foundations should not present a hazard. In loose-fill surfaces foundations should be 400mm below the surface or, if the foundation is tapered (water shedding) 200mm or, be covered by the equipment. There are no specific requirements for synthetic surfaces.

Information

The installer should provide the school with the following information:

- risk assessment (do's and don'ts);
- intended age range;
- any special disposal instructions,
- free space;
- surfacing requirements;
- dimension of largest part;
- mass of heaviest part (in Kg);
- availability of spare parts;
- confirmation of compliance with BS EN 1176, BS EN 1177 and BS 7188.
- delivery parts list;
- full installation instructions;
- is the equipment intended for supervised use only;
- post-installation instructions;
- run in period instructions;
- inspection and maintenance schedule;
- servicing schedule;
- spare parts numbers;

Marking

The equipment should be permanently marked with:

- manufacturer or authorised agent;
- year of manufacture;
- equipment reference;
- basic level mark;
- number and date of standard (e.g.: meets requirements of BS EN 1176 Part 2).

Post-installation inspection

It is strongly recommended that schools arrange for a post-installation inspection of the equipment before releasing full payment. Various independent organisations can be used. Further advice is available from the Council's Health & Safety Team.

INTRODUCTION TO THE EQUIPMENT

It is recommended that pupils be introduced to the equipment as part of a formal Physical Education period. This will allow a member of staff to inform the pupils of any safety precautions and how to use the equipment correctly.

INSPECTIONS AND MAINTENANCE

Inspections

An inspection schedule should be supplied with the equipment. It is recommended that play equipment in schools is inspected as follows:

- Post-installation an independent inspection carried out immediately following installation and before the equipment is used. The inspection should be carried out by a competent person, normally an engineer. The inspection report should confirm compliance with

EN 1176 and EN 1177, identify any hazards and rate any risks (low, medium or high);

- **Daily** a routine visual inspection should be carried out by the site controller or by a playground supervisor to identify any hazards from for example vandalism, rubbish, use or weather. Loose-fill areas should be checked for hazards such as animal faeces, broken glass, drink cans etc.;

- Every term** before the start of each term an operational inspection by the site controller/caretaker to check the operation, stability, wear etc. The results of the inspection should be entered into a permanent record which should be available for examination if required;

- Annually** a certified detailed inspection should be carried out by a competent person, normally an engineer, see Post-installation inspection on previous page, and the results also entered into a permanent record which should be available for examination if required.

Appendix 1 is a methodology list provided to assist schools with the above inspections. Appendix 2 is provided to record the recommended daily routine visual inspection. Appendix 3 is a checklist provided to assist with recording the operational inspection

Defects

When any defect is observed it should be immediately reported and, if necessary the equipment should be secured against use. The defect should be rectified as soon as possible. Details of defects and the remedial action taken should be recorded and retained.

Routine Maintenance

Schools should ensure that an appropriate routine maintenance schedule is established, implemented and maintained. The routine maintenance of school playground equipment and surfaces should include:

- tightening of fastenings;
- repainting and retreating of surfaces;
- maintenance of any impact absorbing surfaces;
- lubrication of bearings;
- cleaning;
- removal of broken glass, debris and other contaminants;
- maintenance of free space areas;
- restoring loose-fill surfaces to correct level; and
- marking of equipment to signify loose-fill surface level.

Maintenance, repairs and component replacement to equipment should be carried out in strict compliance with the manufacturer's recommendations. After any work on the equipment it should be checked to ensure it still complies with the current standards.

Corrective maintenance

Corrective maintenance measures should include:

- replacement of fastenings;

- welding or re-welding;
- replacement of defective parts; and
- replacement of defective structural components.

Coated surfaces

Coated surfaces should be maintained regularly i.e. programmed for cyclic painting or preservative treatment. Schools attention is drawn to the benefits in reduced maintenance that may be achieved by specifying in the first instance a better quality of initial surface protection even though the initial cost may be higher

Impact absorbing surfaces

Artificial surfaces need regular inspection and should be replaced when excessively worn or damaged. Loose-fills should be inspected daily to check for any hazards, depth and where necessary cleaned and raked over and/or replaced.

SECURITY

Any equipment under attention should be secured against use or isolated. Pupils, staff and members of the public should be prevented access to any play equipment, engineering plant, tools and materials. Schools should ensure that appropriate control measures are put in place during:

- initial installation;
- installation of additional equipment;
- replacement of equipment;
- removal of equipment;
- major repairs;
- maintenance work.

School perimeter fences and gates must be checked regularly for damage, wear, stability and security. Where possible any unauthorised use of the equipment should be discouraged by the use of secure gates and fences.

SIGNS

Signs may be required to inform staff, pupils, visitors and any intruders of relevant safety information. For example age limits, maximum loads, do's and don'ts for the different types of equipment, also "no equipment to be used unless prior authorisation is obtained from the school".

ACCIDENTS

Any accident connected with the use of play equipment, no matter how minor, must be reported to the Councils Health & safety Team. Such accidents may result in legal action and in view of this they must be reported accurately and promptly.

Access to site

Suitability
Condition of surface
Disabled access
Barriers
Suitable protection
Emergency vehicle access

Cleanliness

Broken glass
Faeces
Litter
Algae
Dead animals

Adjacent hazards

Transport
Water
Industry
Other

Signage

Ownership
Age limits
Warning
Safety information
Animals

General surface

Drainage
Pathways
Special needs
Trip hazards

Landscaping

Thorns/nettles
Tree canopy encroachment
Trip hazards
Landscape maintenance
Mound erosion

Fencing and gates

Suitability
Condition
Disabled access
Gate maintenance

Minimum space

Free space
Falling space
Trip hazards
Other comments

Surfacing

Impact absorbent
Depth
Security
Condition
Trips
Seams
Cleanliness
Maintenance

Equipment

Splinters
Sharp edges
Protruding bolts
Crushing points
Non-slip hand ropes
Non-corrosive wire ropes
Chain links less than 8.6mm diameter or
Chain links more than 12mm diameter
Climbing ropes anchored
Entrapments
Barriers and Guard-rails
Non- slip ramps
Free space
Hand-grips
Ground clearance
Intended age range
Blocked drain holes
Cracked foundations

PLAY EQUIPMENT AND ANCILLARIES INSPECTION

Name in BLOCK capitals:	
Signature:	
Location:	
Time:	Date:

Item	Satisfactory		Fault	Action Required		Comments
	Yes	No		Carried Out By	Date Completed	
Access						
Fencing						
Gates						
Signs						
Seats						
Litter bins						
Planting						
General surface						
Cleanliness						

Section 3(5): School Premises Management

Item	Satisfactory		Fault	Action Required		Comments
	Yes	No		Carried Out By	Date Completed	
Climbing A Frame Stability Surface Supports						
Agility bars: Stability Surface						
Roundabout: Moving part Panels Seats Surface						
Multi-Play units Moving parts Stability Seats Surface						

Section 3(5): School Premises Management

Item	Satisfactory		Fault	Action Required		Comments
	Yes	No		Carried Out By	Date Completed	
Swinging log beam: Moving parts Surface Supports Stability						
Tyre frame: Stability Surface Supports Drainage holes						
See saw: Stability Moving parts Side panels Seats Surface						

Section 3(5): School Premises Management

Item	Satisfactory		Fault	Action Required		Comments
	Yes	No		Carried Out By	Date Completed	
Suspension Bridge: Stability Surface Moving parts						
Swings: Supports Moving parts Seats Surface						
Other items: • • • • •						

Section 3(5): School Premises Management

Item	Satisfactory		Fault	Action Required		Comments
	Yes	No		Carried Out By	Date Completed	
Other items: • • •						
Other items: • • •						
Other items: • • •						

CORRIDORS

Objective

Corridors in schools are heavily used. The likelihood of staff, parent helpers, contractors, visitors and pupils being injured as they move around is lessened by simple rules, such as "Keep to the left" and "Do not run". In order for these rules to be effective there must be checks that they are being followed. If they are not, then either a way to enforce them must be found or an alternative system must be devised and enforced.

Corridors are the primary escape routes and the fire doors along these routes are an important part of the protection given to occupants. During term time, there must be daily visual checks on the condition of fire doors and all associated furniture, such as door closures. The caretaker could carry these out as he or she opens up the school. The objective of this form is to provide an inspection checklist and a method of recording the result of the inspection.

Key Points

Corridors must be kept free of material, which could become part of an emergency. This includes:

- (a) flammable waste and liquid petroleum gas (LPG) cylinders
- (b) furniture and displays, which obstruct escape routes
- (c) boxes and other packaging.

Whenever the building is occupied the fire exit doors must be able to be opened from the inside. Security should not override health and safety.

Displays and notice boards should be neat and tidy. Papers on notice boards should be pinned flat on the board.

Sockets should be switched off when they are not in use. Cracked casing should be replaced immediately. Cables should not be used where they may be a trip hazard. The protective coating around wires should not be damaged in any way. Frayed cables should not be used.

Floors should be clean and free from loose tiles and worn carpeting as these represent trip hazards.

The Health and Safety (Safety Signs and Signals) Regulations require fire safety signs to include a pictogram.

**CORRIDORS
Checklist**

Name in BLOCK capitals:	
Signature:	
Location:	
Time:	Date:

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Free from obstruction								
Fire alarm call points								
Condition of fire screens								
Condition of fire alarms								
Normal doors								
Fire Smoke Doors								
General condition								
Door closures								
Door selectors								
Signs								
Electrical								
Sockets								
Switches								
Cables								

CORRIDORS

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Floors								
Condition								
Cleanliness								
Obstructions								
Displays								
General condition								
Type								
Other school specific								

STAIRS AND STAIRWELLS

Objective

Stairs and stairwells are likely to form part of emergency evacuation routes. Therefore, it is important that they are safe and free from defects. The objective of this form is to provide a checklist for use during an inspection of stairs and stairwells. The form also allows the results of such an inspection to be recorded.

Key Points

Stair nosing is the rounded edge of a step or a metal shield for the edge of a step. Any inspection of stairs should check that any strips are firmly attached to stairs. Loose nosing presents a trip hazard.

Handrails and balustrades should be checked to make sure that they are not loose and that the construction is not weak. See Workplace (Health, Safety and Welfare) Regulations in Section 1 - The Law and Health and Safety - for further details on stairs.

As with corridors, stairwells should be kept free from obstructions. Stairwells should not be used as extra storage space.

Sockets should be switched off when they are not in use. Cracked casing should be replaced immediately. Cables should not be used where they may be a trip hazard. The protective coating around wires should not be damaged in any way. Frayed cables should not be used.

Floors should be clean and free from loose tiles and worn carpeting as these represent trip hazards.

Displays should be neat and tidy and should not cause an obstruction. Paper should be pinned flat to notice boards so that it cannot flap around.

**STAIRS AND STAIRWELLS
Checklist**

Name in BLOCK capitals:
Signature:
Location:
Time: Date:

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Stair treads								
Stair nosing's								
Stair handrails								
Stair balustrades								
Stairwell								
Fire alarm call points								
Condition of fire screens								
Condition of fire alarms								
Electrical								
Sockets								
Switches								
Cables								
Floors								
Condition								
Cleanliness								
Obstructions								
Displays								
General condition								
Type								

LIFTS

Objective

The objective of this form is to allow the results of lift inspections to be recorded.

Key Points

A qualified engineer must inspect each lift at least twice a year. When an engineer is satisfied that the lift is in sound and serviceable condition, a certificate is issued which allows the continued use of the lift.

The timing of an inspection should take into account the need for the inspection to be complete before the current certificate expires.

STORAGE AREAS

Objective

It is rare for a school to have as much storage space as it would like. Often every storage area is used to its safe capacity and sometimes beyond. There should be regular checks that only designated areas are being used for storage and that these are being used properly. The objective of this form is to provide a checklist for use during an inspection of storage areas and a means of recording the results of the inspection.

Key Points

Shelving and racking should be securely fixed to the wall. If high shelving is to be used, the appropriate means of reaching high shelves should be provided, e.g.: stepladders.

Switchgear is any electrical apparatus whose sole function is to open and close electric circuits. The space around electrical switchgear must be kept clear so that, in the event of an emergency, access to the switchgear is not impeded.

Any inspection should check that all door notices (e.g.: "Fire Door", "Exit") are present where required. Signs must comply with the Health and Safety (Safety Signs and Signals) Regulations.

No flammable material should be stored in electrical switch rooms and boiler houses. In every case material should be stored safely and with suitable arrangements for safe access to the storage area.

In secondary schools, specialised storage often becomes the responsibility of department heads. Where this is the case detailed records can be found in the relevant sections of this loose-leaf.

Store cupboards containing hazardous substances or dangerous equipment (especially cleaners'/caretakers' cupboards) should be kept locked.

**STORAGE AREAS
Checklist**

Name in BLOCK capitals:	
Signature:	
Location:	
Time:	Date:

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Shelving or racking								
Cleanliness								
Switchgear clearances								
Door notices								
Cupboards locked								
Other school specific								

OFFICES

Objective

The objective of this form is to provide a checklist for use during an inspection of all offices in a school and to allow the results of such an inspection to be recorded.

Key Points

The standards for offices are now specified in the Workplace (Health, Safety and Welfare) Regulations.

The other important legislation concerning school offices is the Health and Safety (Display Screen Equipment) Regulations.

Space

According to the Workplace (Health, Safety and Welfare) Regulations, each office worker should have at least 11 M³ space. For the purposes of this calculation the maximum height of the ceiling is 3M, no matter how high the actual height of the ceiling is.

Apart from space, the other important environmental considerations are heating, lighting and ventilation.

Temperature

The HSE's Approved Code of Practice suggests the minimum temperature in a workplace should normally be at least 16 degrees Celsius. If the work involves rigorous physical effort, the temperature should be at least 13 degrees Celsius. These temperatures are not absolute legal requirements; the employer has a duty to determine what reasonable comfort will be in the particular circumstances.

There is no upper limit given for high temperatures however the Workplace Regulations and the Management of Health and Safety at Work Regulations require schools to make a suitable assessment of the risks to the health and safety of staff and pupils, and take action where necessary and where reasonably practicable.

The temperature in the workplace is one of the potential hazards that employers should address to meet their legal obligations. Headteachers should consult with staff to establish sensible means to cope with high temperatures.

Lighting

The Health and Safety Executive guidance recommends a minimum lighting level of 200 lux for offices. However, this is generally regarded as insufficient and CIBSE recommends that for general office purposes, the minimum lighting level should be 500 lux and for close work 750 lux. A lux is the unit of illuminance or illumination and is measured using a light meter.

Ventilation

There are no specific standards for ventilation, other than that it should be adequate. Natural ventilation would normally be sufficient for school offices, but for some processes, such as large-scale photocopying, forced ventilation may be necessary. Forced ventilation may also be necessary where visual display units (VDUs), refrigerators, washing machines and driers are in use.

Workstations

The Workplace (Health, Safety and Welfare) Regulations lay down requirements for all workstations, not just those used for display screen equipment. They should be compatible for the task, seating should be suitable and a footrest provided where necessary.

Staff who are considered to be regular users under the Health and Safety (Display Screen Equipment) Regulations must be identified and their workstation must be checked.

It is prudent for each workstation in the school to be checked and, if necessary, brought up to a standard where it meets the requirements of the Regulations, whether or not the staff using it are considered to be regular users of the equipment.

Notices

All notices should be placed where all office staff can see them.

**OFFICES
Checklist**

Name in BLOCK capitals:	
Signature:	
Location:	
Time:	Date:

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Notices								
Fire								
First-aid								
Cautionary								
Other								
Lighting								
General								
Workstations								
Ventilation								
Thermometer								
Natural								
Extractors								
Space								
Temperature								

OFFICES

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Decor								
Condition								
Cleanliness								
Floors								
Condition								
Cleanliness								
Obstructions								
Other Equipment								
General								
Computer workstations								
Photocopier								
Furniture								
Electrical								
Sockets								
Switches								
Cables								
Other school specific								

GENERAL PURPOSE CLASSROOMS

Objective

A general-purpose classroom is a teaching area with no specialist facilities such as those found in science laboratories or craft areas. Several teachers without any of them accepting that their responsibility extends beyond their lesson can use a single teaching area. One solution is to make the health and safety of each teaching area the responsibility of a competent member of staff who has agreed to accept that responsibility. The objective of this form is to provide each competent member of staff with a checklist, which can be used during an inspection.

Key Points

The Education (School Premises) Regulations lay down standards for school premises. The Workplace (Health, Safety and Welfare) Regulations generally apply to classrooms (a teacher's workplace), although the space requirements, for example, do not apply. The importance of these regulations is that unlike the Education (School Premises) Regulations they are enforced by the Health and Safety Executive.

Lighting

During the day the main source of light in schools should be daylight and as a result each teaching area should have a window area of at least 20% of the total area of the external wall. Daylight may be supplemented as necessary by electric light in order to maintain illumination at least 150 lux (300 lux when fluorescent lighting is used). In primary schools, where the school sessions are shorter, normal filament lighting is sufficient. In secondary schools, where more exacting visual tasks may be undertaken, fluorescent lighting is more economical and provides better lighting (not less than 300 lux).

Windows may require adjustable blinds to reduce glare and brightness.

Heating

The temperature in all workplaces inside school buildings should provide reasonable comfort without the need for special clothing. If reasonable comfort cannot be achieved then all reasonable steps should be taken to achieve a temperature which is as close as possible to comfortable.

The temperature should normally be at least 16 degrees Celsius. If work involves rigorous physical effort, the temperature should be at least 13 degrees Celsius. However, these temperatures may not necessarily provide reasonable comfort, depending on other factors such as air movement, relative humidity and clothing.

A sufficient number of thermometers should be provided to enable persons at work to determine the temperature in any workplace inside a school building. Temperature readings should be taken close to workstations, at working height and away from windows.

In some schools, including nursery schools and schools for the severely handicapped, it is necessary to protect pupils from direct contact with heated surfaces. If an accessible metallic surface is likely to have a temperature greater than 43°C, it should be protected by suitable screens or guards.

Ventilation

Each classroom should be ventilated at a minimum rate of 30 M³ of fresh air per hour for each person who normally occupies it. If it is necessary to ventilate the classroom at a higher rate in order to maintain comfortable conditions, then this should be done.

Notices

Fire, first-aid and cautionary notices should be situated in a place where everyone can see them. The person who carries out the inspection should also check that any other notices which are required are present and in good condition.

Décor

All classrooms should be clean and the décor should be in good repair.

Floors

Floors should be clean and free from obstructions. They may be considered unsatisfactory if they are slippery or uneven. Immediate action in relation to such defects may be to mark them with warning signs. Follow-up action may be to repair any damaged flooring.

Furniture

The layout of desks and chairs should not block escape routes. They should also be positioned so that blackboards, whiteboards, screens and televisions can be seen easily.

The furniture should be of a type and size which is suitable for the pupils who will be using it. Its condition should be regularly checked and any damaged or faulty items should be repaired or replaced.

Number of Pupils

It is suggested that it is prudent to lay down guidelines which specify the maximum number of pupils allowed in each room for given activities.

Storage

Storage within classrooms should meet the same standards as storage areas (see Check-List. Storage Areas earlier in this section).

**GENERAL PURPOSE CLASSROOMS
Checklist**

Name in BLOCK capitals:
Signature:
Location:
Time: Date:

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Notices								
Fire								
First-aid								
Cautionary								
Other								
Lighting								
General								
Workstations								
Ventilation								
Thermometer								
Natural								
Extractors								

GENERAL PURPOSE CLASSROOMS

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Decor								
Condition								
Cleanliness								
Floors								
Condition								
Cleanliness								
Obstructions								
Equipment								
General								
Computer workstations								
Loose furniture								
Fixed furniture								
Electrical								
Sockets								
Switches								
Cables								
Displays								
General condition								
Type								

HALL / GYMNASIUM / LARGE ROOMS

Objective

The objective of this form is to provide a checklist for use when halls, gymnasiums and other large rooms are being inspected in relation to health and safety.

Key Points

Notices

All fire, first-aid and cautionary notices should be situated where they are visible to all those who use halls, gymnasiums and other large rooms. Signs must comply with the Health and Safety (Safety Signs and Signals) Regulations. Halls may be used for entertainment purposes and the fire safety requirements will need special attention.

Lighting

The ceilings of halls, gymnasiums and other large areas are often higher than those in ordinary classrooms. Consequently, replacing lighting units is difficult and expensive and often delayed until absolutely necessary. Often these rooms are used for public performances; therefore they require emergency lighting.

Adequate lighting, whether natural or artificial, is essential in order to enable people to locate an escape route and move quickly along it to a place of safety. When the electricity supply to normal lighting fails, emergency lighting is required to:

- indicate clearly and unambiguously the escape routes and associated exit signs
- provide illumination along such routes in order to allow safe movement towards and through the exits provided
- ensure that fire alarm call points and fire-fighting equipment can be located in the event of a fire
- ensure that changes of direction and levels are identified.

Ensure lights are protected from impact.

Ventilation

All halls, gymnasiums and other large rooms should be ventilated at a minimum rate of 30 M³ of fresh air per hour for each person who normally occupies these areas, or such higher rates as may be necessary to maintain comfortable conditions.

Equipment

Halls, gymnasiums and other large rooms are intended to be used by large numbers of people. Often they are equipped with specialist apparatus and facilities.

The large number of occupants makes it especially important that escape routes are kept clear of obstructions and free of hazards.

Frequently, these areas have specialist storage areas (e.g.: for apparatus or chairs) which must be inspected in relation to the criteria listed for Check-List: Storage Areas earlier in this section.

Floors

Floors should be clean and unobstructed. Dirty floors or obstructions can be a hazard, especially when large numbers of people are using a room.

Electrical

A competent person must check that all cables, casing of sockets are not damaged and that cables are in good condition. Frayed cables present a hazard.

Displays

All displays and notice boards should be neat and tidy and should not cause an obstruction, especially where they are alongside an emergency evacuation route.

**HALL / GYMNASIUM / LARGE ROOMS
Checklist**

Name in BLOCK capitals:	
Signature:	
Location:	
Time:	Date:

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Notices								
Fire								
First-aid								
Cautionary								
Other								
Lighting								
General								
Stage								
Emergency								
Ventilation								
Thermometer								
Natural								
Extractors								

HALL/GYMNASIUM/LARGE ROOMS

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Décor								
Condition								
Cleanliness								
Floors								
Condition								
Cleanliness								
Obstructions								
Equipment								
General								
Apparatus								
Stage								
Seating								
Electrical								
Sockets								
Switches								
Cables								
Displays								
General condition								
Type								

HALL/GYMNASIUM/LARGE ROOMS

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Storage								
Equipment or apparatus								
Stage								
Cleanliness								
Other school specific								

LADDERS AND STEPLADDERS

Objective

The objective of this form is to provide a checklist for the safe selection, use and storage of ladders and stepladders.

Key Points

Ladders are generally used by caretaking staff, but teaching and office staff often use stepladders, e.g.: to access high shelves. It is recommended that the caretaker checks all ladders and step ladders in use throughout the school every six months and that a register be kept. See Ladder Register later in this section.

Selection

Although ladders are versatile and easy to put up they are not always the appropriate choice, e.g.: if a working platform is required an alternative solution may be more suitable. Ladders should be of sound construction. Aluminium ladders/steps should comply with the relevant British Standard.

The right ladder should be selected for the task: not too long so that movement could cause loss of balance, not too short so there is not a secure handhold.

Use of Ladders

Ladders should be located on a firm level base with both stiles on the ground. They should be pitched with the base 1M out for each 4M up. They should be secured at the top, or if that is not possible at the bottom. If neither is possible, a second person should hold the foot of the ladder.

Ladders must extend at least 1.05 metres above the landing stage or the highest rung, which is to be used. Footwear and rungs should be free from oil, grease and ice. Tools should be carried in pockets or a tool belt, leaving hands free for climbing. Over-reaching is a cause of many falls from ladders. This can be avoided by moving the ladder.

Use of Stepladders

Stepladders should only be used when they are fully open. The limiting ropes/chains should be in good condition and of equal length. They should be used on a hard level surface and at right angles to the work being undertaken. The top step should not be used unless the supports extend higher.

Storage

Correct storage can reduce deterioration. Ladders and stepladders should be accessible but secure and preferably stored horizontally on racks with support to prevent sagging. If stored vertically both stiles should be equally supported and rungs should not support them. They should not be left exposed to the weather nor stored near radiators, boilers or in areas with excessive heat or damp.

Care and Maintenance

Ladders should be examined regularly to ensure they are maintained in a safe condition. Each time that they are used there should be a visual check for signs of damage. More formal

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inspections should be carried out every six months and the results recorded in the Ladder Register. (See Ladder Register in the following section.)

Training

Under the Provision and Use of Work Equipment Regulations information, instruction and training must be provided to persons who use work equipment. This could be through written information for some lower risk operation in school. However, for more extensive work additional formal training should be provided.

**LADDERS AND STEPLADDERS
Checklist**

Name in BLOCK capitals:
Signature:
Location:
Time: Date:

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Construction								
British Standard								
Wear								
Rungs								
Ropes/chains								
Splinters								
Distortion								
Training								
Staff instructed								
Staff trained								
Storage								
Correct support								
Protected								
Secure								

LADDER REGISTER

Objective

The objective of this register is to provide a record of all ladders and stepladders used in the school, to record formal examinations and to record any repairs that are carried out.

Key Points

Ladders must be formally examined to ensure that they are maintained in a safe condition. It is recommended that this examination be carried out every 6 months.

Identification

Each ladder and stepladder should be given an identification number, which should be indelibly marked on.

Inspection

The inspection should check:

- for wear, decay, cracks, splits
- for loose or missing rungs
- that wedges are tightly secured and not protruding
- that ropes and chains are in good condition and fixed securely
- that ropes and chains are the correct length
- for splinters and sharp edges on stiles and treads
- aluminium ladders for excessive wear, distortion, oxidation or corrosion.

Defective Ladders

Defective ladders should be taken out of use immediately and appropriately labelled until repaired. Ladders, which cannot be repaired, should be destroyed and the method of disposal recorded in the register.

TOWER SCAFFOLDS

Introduction

Where schools in Bracknell have tower scaffolds they are usually used by caretaking staff and the drama department. Because aluminium towers are light and can easily overturn, there have been a number of serious accidents in schools resulting in prosecutions. Only hire or buy a tower which conforms to the latest British Standard.

The manufacturer or supplier should provide the school with an adequate instruction manual, which should give advice to be followed regarding the erection sequence and bracing requirements. Manufacturers' instructions should be available and followed at all times.

Access

There must be a safe way to get to and from the work platform. It is not safe to climb up the end frames of the tower or lean a ladder against it to gain access. EN1004 towers have built in access equipment with safe distances between the rungs and slip resistant climbing surfaces to ensure you can ascend and descend from the platform safely.

Edge protection

Suitable edge protection should be provided where a person could fall. Guard-rails and toe boards should be provided on all working platform levels. An intermediate guard-rail or suitable alternative should be provided so no one can fall through the unprotected gap between the toe board and guard-rail.

Moving the tower

When moving a tower

- check that there are no power lines or other overhead obstructions;
- check that the ground is firm and level;
- push or pull only from the base - never use powered vehicles;
- never move it while there are people or materials on the upper platforms;
- never move it in windy conditions.

After it has been moved the brakes should be re-applied and a check made that it remains vertical.

Protecting pupils, staff and visitors

When towers are used in public places, extra precautions may be needed:

- minimise the storage of materials and equipment on the working platform;
- erect barriers at ground level to prevent people from walking into the tower or work area;
- remove or board over access ladders to prevent unauthorised access if it is to remain in position unattended.

Dismantling the Tower

The manufacturers' instructions should be followed. Undue force should not be used on components. Equipment should be lowered to the ground by hand or rope. The tower should never be dropped.

Training

Under the Provision and Use of Work Equipment Regulations information, instruction and training must be provided to persons who use work equipment. Anyone who erects, uses, alters or dismantles any type of tower scaffold must be competent to do so or be supervised by a competent person. Staff should attend a formal training course before carrying out this work, e.g. the Prefabricated Aluminium Scaffolding Manufacturers Association (PASMA) Certificate or equivalent. A training record of competent persons should be maintained.

Inspections

Inspections should be conducted by a 'competent person'. In schools, tower scaffolds are normally only erected for relatively short periods. Where this is the case they should be inspected:

- before use;
- after substantial alteration; and
- after any event likely to have affected its stability.

If the tower remains erected in the same place for longer periods they should be inspected at regular intervals (not exceeding 7 days). A written record of all inspections must be retained by the school.

Safe Use

Schools should never allow the scaffold to be used by unauthorised personnel, for example cleaners, contractors or parents. However if authority is granted the school must ensure the following:

- a written contract is produced;
- monitoring frequency to be agreed in contract
- user is a 'competent person';
- user has had adequate training on the tower;
- user is provided with the manufacturers instruction manual;
- advice is sought from the schools insurers.

What you need to do

Towers should be erected by trained and competent people. Contact the Councils Learning & Development Team for information on organisations that provide training for the safe erection and use of tower scaffolds.

The incidents that occur are mainly caused by:

- Dangerous methods of erection or dismantling - where a safe system is not being followed;
- Defects in the erected scaffold - where the tower structure is incorrectly assembled or where a platform guardrail is missing;
- Misuse of the scaffold - where a ladder is used on a tower causing it to overturn or when a person falls while the tower is being moved.

Erection and dismantling

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The manufacturer, supplier or hirer has a duty to provide an instruction manual explaining the erection sequence, including any bracing requirements.

Towers should be erected following a safe method of work, either using:

- Advance guard rail system - where temporary guard rail units are locked in place from the level below and moved up to the platform level. They are in place before the operator accesses the platform to fit the permanent guard rails.
- 'Through-the-trap' (3T) - involves the operator taking up a working position in the trap door of the platform, from where they can add or remove the components which act as the guard rails on the level above the platform. It is designed to ensure that the operator does not stand on an unguarded platform.

Stability

The taller the tower the more likely it is to become unstable. Always refer to the manufacturer's instruction manual for the maximum safe working height. This will vary depending on whether being used indoors or outdoors;

Unless the manufacturer instruction manual states otherwise the overall height of the tower when being moved, should not exceed 2.5 times the minimum base dimensions, or 4 metres overall height. The scaffold must be vertical and the wheel brakes on. Remember the stability of the tower will be affected if it is:

- sheeted or exposed to strong winds;
- loaded with heavy equipment or materials;
- used to hoist heavy materials or to support a rubbish chute;
- used for operating heavy or awkward equipment;
- climbed from the outside;
- used as a support for ladders.

To maintain tower stability you must make sure:

- the tower is resting on firm, level ground with the locked castors or base plates properly supported.
- Never use bricks or building blocks to take the weight of any part of the tower;
- stabilisers or outriggers are installed when required by the instruction manual; and
- that a tower is never erected to a height above that recommended by the manufacturer.

Precautions and inspection

Tower scaffolds must comply with the standard of required for all types of scaffolds, e.g. double guardrails, toe boards, bracing and access ladder.

When the tower is purchased or hired it should arrive with all the necessary components to prevent falls and ensure stability.

Towers rely on all parts being in place to ensure adequate strength. They can collapse if sections are left out.

All towers must be inspected following assembly and then at suitable regular intervals by a competent person. In addition, if the tower is used for construction work and a person could fall 2 metres or more from the working platform, then it must be inspected following assembly and then every 7 days. Stop work if the inspection shows it is not safe to continue, and put right any faults.

The result of an inspection should be recorded and kept until the next inspection is recorded.

Using and moving

Make sure everyone involved is aware of, and follows, these simple rules:

Using

Never use a tower:

- in strong winds;
- as a support for ladders, trestles or other access equipment;
- with broken or missing parts; or
- with incompatible components.

Moving

When moving a tower you should **always**:

- reduce the height to a maximum of 4m;
- check that there are no power lines or other obstructions overhead;
- check that the ground is firm, level and free from potholes; and
- push or pull using manual effort from the base only.

After it has been moved the brakes should be re-applied and a check made that it remains vertical.

Never move a tower while people or materials are on the tower, or in windy conditions.

**TOWER SCAFFOLDS
Checklist**

Name in BLOCK capitals:	
Signature:	
Location:	
Time:	Date:

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Documentation								
Manufacturer's instructions								
Record of inspections								
Training								
Use								
Erection								
Inspection								
Construction								
Wheels								
Brakes/clocks								
Bracing								
Connections								
Guard rails								
Toe boards								
Access								

OPERATION OF SWIMMING POOLS

Objective

Caretakers are usually responsible for the day to day safe operation of swimming pools and the swimming pool environment. The objective of this form is to provide a checklist to help ensure the proper health and safety management of the operation and to provide a formal record.

Key Points

This checklist is concerned with those aspects of swimming pool operation, which is usually the responsibility of the caretaker, such as plant operation and water treatment. It includes the swimming pool environment but not the use of the pool, which is normally the responsibility of the Physical Education Department or designated person at a primary school.

Documentation

It is essential, as with other areas of the school, that there is documentation on the safe operation of the swimming pool. This should include the organisation and arrangements for implementing the school health and safety policy in this area and the significant findings of the risk assessment. Specific responsibilities should be recorded, together with detailed instructions on safe operation and requirements with regard to competence.

Training

All persons responsible for swimming pool operation and water treatment must be adequately trained. Many LEAs provide formal courses and/or one-to-one training/instruction from specialists. Two members of staff should usually be trained to ensure cover by a trained person at all times. It is not acceptable for an untrained person to cover absences.

Water Treatment Chemicals

Several different methods of water disinfection are used in school pools all of which may hazardous substances and therefore the Control of Substances Hazardous to Health Regulations will apply. The greatest risk is from the accidental mixing of incompatible chemicals. And exposure to chlorine can be fatal. The reaction is very fast and no time should be wasted initiating the emergency procedure.

All operations involving hazardous substances must be assessed and appropriate control measures determined and implemented. There must be clear written rules about how the chemicals are used, the use of protective clothing, the storage of chemicals, and dealing with spills and emergencies. Incompatible chemicals must be stored separately. Watering cans and other containers used with water treatment chemicals should only be used for one chemical, the name of which should be clearly marked on them; systems should be established to ensure that they are correctly used.

Water Testing

Regular testing of the levels of free chlorine/bromine in order that necessary adjustments can be made must check disaffectation.

Swimming Pool Equipment

Swimming pool operation involves the use of a wide range of equipment, such as the filtration plant, skimmers, boilers, pumps and thermal blankets. The safe operation of all equipment must

be included in the written procedures. This should include maintenance schedules, e.g.: cleaning of strainer baskets, filter cleaning.

Handling thermal blankets is potentially hazardous. If someone falls on to a blanket they can become entangled. Safe systems of work need to be established and in some cases two people will be necessary. Ropes can often be used so that the operator need not be too close to the pool edge.

Emergency Procedures

Under the Management of Health and Safety at Work Regulations every employer must establish and implement procedures to be followed in the event of serious and imminent danger. For school swimming pools this should include the accidental generation of chlorine (or bromine etc.) gas; spillage of chemicals; fire; and difficulties in the water.

There have been a number of serious incidents involving the generation of chlorine gas in school pools. Detailed procedures must be drawn up and posted. They should cover evacuation procedures, calling the emergency services and emergency first-aid.

Procedures should be established for dealing with all chemicals that could be spilt. Pool operators have been prosecuted for not having adequate procedures.

Although there will be school-wide fire procedures, it is important to check that they take account of pool users. For example, dealing with evacuated bathers during cold weather conditions.

Procedures for dealing with emergencies in the pool will normally be the responsibility of the PE department, but account must be taken of caretaking staff who work close to the pool, for example handling the thermal blanket and testing the water.

The Pool Environment

The caretaker should check the condition of the pool, poolside and associated areas. It should include checks:

- that steps, springboards and handrails are secure
- that the pool surround does not have cracked tiles
- on pool liners
- of the pool and pool hall heating
- of external fencing
- of safety signs (e.g.: depth marking) and notices
- of safety equipment.

Changing rooms should be cleaned regularly and kept as dry as possible.

**SWIMMING POOLS
Checklist**

Name in BLOCK capitals:	
Signature:	
Location:	
Time:	Date:

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Notices								
First-aid								
Fire								
Gas emergency								
Documentation								
Operating instructions								
Health & safety arrangements								
Training								
Swimming pool operation								
Chemicals								
Storage								
Skills procedure								
Risk assessment								

SWIMMING POOLS

Name in BLOCK capitals:	
Signature:	
Location:	
Time:	Date:

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Protective Clothing								
Gloves								
Goggles								
Aprons/overalls								
Heating								
Pool temperature								
Air temperature								
Pool Surround								
Springboards								
Steps								
Tiles								
Thermal blanket								
Depth marking								
Liner								
Fencing								

SWIMMING POOLS

Name in BLOCK capitals:	
Signature:	
Location:	
Time:	Date:

Item	Satisfactory		Defect	Action Required		Follow-Up Action		Comments
	Yes	No		Immediate	Follow-Up	Carried Out By	Date Completed	
Plant Room								
Guarding								
Gauges								
Correct operation								
Ventilation								
Changing Rooms								
Floors								
Showers								
Toilets								
Emergencies								
Fire								
Accidental gas generation								
Pool emergencies								

SWIMMING POOL WATER TREATMENT LOG

Objective

The objective of this form is to provide a record of water treatment.

Key Points

Regular testing of the levels of free chlorine/bromine in order that any necessary adjustments can be made must check disinfection.

These tests are usually carried out with a simple comparator, which must be used in accordance with instructions. Tests for free chlorine/bromine should normally be carried out before morning, afternoon and evening sessions and at the end of the day. Tests for pH should be conducted once a day.

Samples should be taken from the body of the pool mid way between the water circulation system inlet and outlet. The results should be recorded on the log sheet.

SWIMMING POOL WATER TREATMENT LOG

Test		Water Conditions			Chemicals Added (amount)				Filters & Strainers	Remarks	Name
Date	Time	Chlorine or Bromine (ppm)	pH	Temp (°C)	Sodium Hypochlorite	Chlorinated Cyanurates	Sodium Carbonate	Other (Specify)	Record cleaning, back washing and changing	E.g.: water clarify and colour; comments and complaints from users	

BUILDING WORK IN SCHOOLS

Introduction

All building work should ideally be arranged for holiday periods, but it is often necessary for work to be done when the premises are occupied. The work may be routine maintenance that takes a day, or less, or painting and decorating, major structural repairs or re-building. The hazards on site may include dangerous equipment and machinery, vehicles, scaffolding, fencing, ladders or waste and debris. There may be dangerous or noxious materials being used and the work may be noisy, messy and dusty. There may be significant risks, not just of damage to property but also of injury during building work. Building work can be an attraction to children and it must be properly managed in order to ensure that the potentially significant risks are controlled.

Contractors

Contractors, like all other employers, have a general duty to ensure, so far as is reasonably practicable, the health and safety of people who are not employees but may be affected by the way the business is conducted. Contractors are not expected to take every conceivable safety precaution regardless of cost but they are expected to make a careful assessment of risks. They must then decide whether or not it is necessary to take action, bearing in mind the significance of the risk and the difficulty and cost of addressing it.

Under the Management of Health and Safety at Work Regulations contractors have a duty to co-operate and co-ordinate with other employers (i.e.: the LEA or governors) who share a workplace, even when on a temporary basis.

Workers

Workers on site, whether they are employed or self-employed must take care for their own health and safety as well as the health and safety of others and they must co-operate with others who have health and safety responsibilities.

Employers' responsibilities

The LEA (and where applicable governors) as employers have prime responsibilities under the Health and Safety at Work Act and the Management of Health and Safety at Work Regulations. These responsibilities extend to the contractors' own staff both in relation to the safety of the premises and also as regards providing whatever information the contractors need to do the job safely. This includes, in particular, details of any hazards that are peculiar to the school site. The Head and others with day-to-day responsibilities for the school must take whatever action is reasonably practicable and within their control to contribute towards safety arrangements.

Governors do not have responsibilities for the day-to-day running of the school. However, they do have duties under health and safety legislation, the extent of which depends upon their degree of control. Governors must be satisfied that there are procedures in place to identify and control risk and should be able to monitor the school's safety performance both generally and also in relation to specific matters such as contractors in school.

The Construction (Design and Management) Regulations

The Construction (Design and Management) Regulations are concerned with how construction work is managed. Their aim is not only to ensure the work is carried out safely but also that on completion new buildings can be maintained and repaired safely.

Planning

Planning is all-important and here responsibility is shared between the contractors, the LEA (where applicable) and the school. The contractors must give proper consideration to health and safety factors when drawing up a tender and, if the tender is accepted, when producing contract documents. Whenever possible, work areas should be physically separated from parts of the building used by staff or pupils and the work should interfere with school life as little as possible. There will be information at this stage for the school to provide to the contractors. For example, where are the access and exit points to the premises and within the school buildings? What are the service arrangements? Where are the escape routes and where is the safety equipment located?

Before workmen come on site, the school will need basic information to enable staff and pupils to go about their normal routines safely. What are the contractors' access and exit requirements? What scaffolding or other access equipment will be on site? Will there be skips, compounds or other storage areas? Will the contractors be using hazardous substances or dangerous processes? On an extremely practical level, what arrangements are made for toilet and washing facilities for the workers and for car parking?

Both the contractors and workmen on site must have information to ensure that their working arrangements are safe and without risk to the school. It is important the school provides information about its safety procedures, including emergency procedures and also information about any particular hazards that the workmen may encounter. The contractors may need to know the location of underground services, the position of overhead power lines or information about asbestos surveys in the school.

This exchange of information is extremely important, but it will be ineffective unless arrangements are properly co-ordinated. A pre-work meeting is important in this respect and for anything more than short-term work there should be further site meetings to keep safety arrangements under review. The timing of specific works, such as putting up or dismantling scaffolding, moving heavy equipment or using flammable or hazardous substances, needs to be dealt with and arrangements then confirmed in writing.

As well as information passing between the school and the contractors, the school management will need to make sure that staff and pupils know as much as they need to about the work. Lunchtime and break supervision may need to be increased depending on the age and numbers of the children, where the work is situated and how it is progressing. Pupils may need to be excluded from certain areas or given specific safety instructions. Warning signs should be posted where necessary.

CONTRACTORS

Introduction

The aim of this guidance for head-teachers is to protect the health and safety of staff, pupils, contractors and anyone else who may be affected when contractors are employed in schools.

Employing Contractors in Schools

Changes in the way that schools are run and managed has resulted in the more direct use of contractors. Many functions that may in the past have been centrally managed and organised are now being put out to tender. Examples range from small-scale repair work, door fitting, glazing, photocopier repair etc. to construction and redecoration. Key functions such as school catering, floor cleaning, swimming pool maintenance or landscape management may now also be contracted out.

Effective collaboration between the school and your contractor is essential. The nature of the school environment and the vulnerability of children emphasise the need for proper organisation and control. The contract should specify that contractors comply with certain requirements and local arrangements. Therefore, contractors should be provided with written health and safety information and school requirements. APPENDIX 1 contains a specimen Code of Practice for this purpose. This is an example for contractors to be provided with, and work to, when a contract is arranged directly by a school. It may be included in the contract documentation. This specimen Code may be amended by the school to suit the particular work being undertaken. It also contains an example of a Contractor's Quick Reference sheet, which may be given to the contractor for use on site.

Duties and responsibilities

The Health and Safety at Work Act places duties upon you and your contractor regards the health and safety of employees and others who may be affected by the work (including pupils). The Management of Health and Safety at Work Regulations deals with co-operation and co-ordination where two or more employers share a workplace (whether on a temporary or permanent basis).

For many construction, refurbishment, maintenance and repair (including redecoration) works the Construction (Design and Management) Regulations will apply. These Regulations place duties upon clients (i.e.: those who let the contract), planning supervisors, designers and contractors to plan, co-ordinate and manage health and safety throughout all stages of a construction project (further details Regulations are given in APPENDIX 2). The same principles should be applied so far as is reasonably practicable to smaller jobs not coming under these Regulations.

Asbestos contractors are licensed by the Health and Safety Executive (HSE) and all businesses which carry out work on gas appliances must be Gas Safe registered.

Legal duties cannot be delegated by contract. In keeping with all aspects of the work to be undertaken, managing health and safety requires collective effort and commitment of all the parties involved. Occupational health and safety law embodies this principle.

What you need to do

- Look at the key issues identified in this guidance. Seek further guidance/advice if necessary from the Council's Safety Adviser, Property Services, Time Square, Bracknell, RG12 1JD.
- Ensure that everyone working on your premises knows the health and safety standards that have to be achieved.
- Be clear about your own role.
- Monitor and review performance.
- Notify all 'let' Contracts to the Education Department's Head of Property on Tel: 01344 354062.

Selecting the Contractor

Assess in advance the competence of the contractor. Although the extent of that assessment will depend upon the nature of the work involved, the same principle applies whether the contract is simple and verbal (e.g.: for minor repairs) or more substantial (e.g.: the letting of school cleaning). There is no magic formula for assessing competence. For larger scale or more hazardous operations you may need to seek specialist advice. Helpful indicators are:

- inclusion in any 'approved lists'
- past performance
- work undertaken elsewhere (e.g.: other schools)
- membership of trade bodies
- accreditation by trade bodies
- general health and safety awareness
- organisation and arrangements for health and safety
- commitment to recognised codes of practice etc.

Contractors should have a general awareness of health and safety and in particular and understanding of the special risks in a school.

Examine safety policies and/or procedures and establish at the outset a joint commitment to the health and safety of staff, pupils, contractors, subcontractors, visitors and members of the public where appropriate.

Where the Construction (Design and Management) Regulations apply there are specific duties relating to the selection of competent persons and organisations (see APPENDIX 2 for further details).

Clearly identify essential common items to the school and the contractor which may be necessary for health and safety.

The contractor's health and safety representative on site should be named in the contract document as should the corresponding member of the school personnel who is normally the Bursar.

Workmanship

The contract should require that all work is to be carried out to a standard of workmanship that is in accordance with any relevant Code of Practice, British Standard and/or the manufacturer's specification applicable to any fitting or material. Also where applicable, in accordance with

Planning and Building Regulation requirements. All fittings and materials are to be of good quality and comply with any relevant British Standard Specification.

Specification/work change

The contract should require the reason for any change to the contract specification to be notified in writing to the Head-teacher and agreed before any relevant work is started.

Checklist

The objective of the following form is to provide a checklist to assist with the selection of contractors.

**SELECTING A CONTRACTOR
Checklist**

CHECK-LIST COMPLETED BY
Signature:
Name in BLOCK capitals:
Date:

Building Project:
Contractor:

Item	Notes
Health and safety policy	
LEA Approved List	
Previous work in schools (check with school)	
Other work in area (check with client)	
Membership of trade body	
Accreditation by trade body	
Insurance cover	
General awareness of health and safety	
Commitment to recognised codes of practice	

<p>Conclusion</p>
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PLANNING AND ORGANISING THE WORK

Introduction

Establish clear parameters for everyone involved, including subcontractors where appropriate. Take into account your Risk Assessment together with that of your contractors. There may be a need for detailed method statements and 'permit-to-work' systems for complicated or potentially hazardous procedures. Potentially dangerous substances may be involved, e.g.: adhesives, cleaning fluids etc. This will require careful examination of the relevant assessments made under the Control of Substances Hazardous to Health Regulations.

Consult and seek the involvement of staff safety representatives wherever possible.

In the case of school catering or cleaning contracts, for example, contractors may use school-based equipment. It is important to ensure that such equipment is suitable for the job and properly maintained. Certain items of plant or equipment may be subject to specific statutory requirements. General duties relating to the provision and maintenance of plant and equipment may be shared with or overlap the various parties involved, e.g.: school, LEA, contractor, subcontractor, supplier etc. It is important to ensure that responsibilities are clearly allocated and understood.

Health and safety arrangements should deal with the services, which the contractor may require when on site and cover the plant/equipment they may bring with them. Special areas of secure, school-based storage may need to be set aside. Welfare and first-aid facilities for contractors should also be properly organised.

The nature of the work, the areas within which it is to be contained and the timing of its operation should be carefully planned. Pupils' requirements should be carefully considered in terms of access and egress, playground facilities and general service arrangements (e.g.: food and store deliveries). The school's evacuation and emergency procedures should be taken into account and contractors, subcontractor's etc. made fully aware.

Key Points

In order to ensure the smooth day-to-day control of the work the Head or nominated representative must liaise with the contractor's liaison officer (i.e.: a nominated member of the contractor's staff).

The following should be agreed by the planning supervisor (where required), the Head or his or her representative, the contractor's liaison officer and, for work under the control of the LEA, or Diocese, their representatives.

- Arrangements for visitors to the site (i.e.: the need to report to contractor's site supervisor and in some circumstances the Head).
- Times when hazardous work may or may not be carried out, for example use of hazardous substances, noisy work, and hot work (it is recommended that a permit to work system is set up for hot work).
- Arrangements for site security and separating the site from areas used by pupils and staff.
- School evacuation and emergency procedures.

- Times when perimeter fencing and scaffolding will be erected and dismantled.
- Arrangements for vehicles to enter site and manoeuvre on site if they impinge on the occupants' normal use of site.
- Arrangements for providing services required by the contractor.
- Arrangements for contractors' toilets and mess room.
- Pupils' requirements with regard to access and egress, playground facilities, etc.

Checklist

The objective of the following checklist is to assist with ensuring building work is properly planned and organised.

**PLANNING AND ORGANISING WORK
Checklist**

CHECK-LIST COMPLETED BY
Signature:
Name in BLOCK capitals:
Date:

Building Project:
Contractor:
Contractor's Liaison Officer:

Item	Notes
Visitor reporting	
Hazardous work	
Hot work	
Site security	
School emergency procedure	
Erecting fencing	
Erecting scaffolding	
Vehicle movements	
Services	
Contractor's facilities	
Pupil access/egress	
Use of playground	

MONITORING OF BUILDING WORK

Key Points

The contractor is responsible for ensuring the health and safety of his or her own employees and others affected by the work. However, the school also has responsibilities and the work should be monitored to ensure it does not put staff, pupils or visitors at risk and to ensure agreed procedures are followed.

Checklist

The objective of the following forms is to assist with ensuring that building work does not put staff, pupils or visitors at risk.

**MONITORING OF BUILDING WORKS
Checklist**

DETAILS OF WORK BEING CARRIED OUT	
Description of work:	
Location of work:	

OBSTRUCTIONS					
Item	Yes	No	Location	Action Taken	Date
Fire escapes					
Emergency access					
Service access					
Entries/exits					
Playground					
Overhead power lines					

Start date:	am/pm
Completion date:	
Normal working hours:	from: to:

SCHOOL ACTIVITIES AFFECTED BY WORK			
Event	Action Taken	Action Taken By	Date
During School Hours			
Out of School Hours			

WORK PERSONNEL			
Number of workmen on site:			
Arrangements for workers			
Item	Yes	No	Comments
Car parking			
Toilets			
Washing/changing			
Meals			
Reporting			

MONITORING OF BUILDING WORKS

WORK EQUIPMENT									
Item	Detail	Permanently On Site		Use	Storage Arrangements	Assessment of Risk	Action Taken	Action Taken By	Date
		Yes	No						
Electric tools									
Other tools									
Machinery									
Access equipment (e.g.: scaffolding)									
Skips									
Other									

HAZARDOUS SUBSTANCES									
Description	Location	Permanently On Site		Use	Storage Arrangements	Assessment of Risk	Action Taken	Action Taken By	Date
		Yes	No						

VEHICLES ON SITE									
Description	Access Point	Permanently On Site		Use	Storage Arrangements	Assessment of Risk	Action Taken	Action Taken By	Date
		Yes	No						

MONITORING OF BUILDING WORKS

GENERAL SITE SAFETY AND SECURITY				
Item	Assessment of Risk	Action Taken	Action Taken By	Date
Physical separation of work areas				
Perimeter fence secure and undamaged				
Padlocked entrance gates				
All ladders removed or rungs boarded to prevent use				
Security when site unoccupied				
Excavations/openings secured or fenced				
All plant equipment immobilised				
Bricks and materials stacked safely				
Flammable/dangerous substances securely locked away				
Storage of liquid petroleum gas				
Arrangements for visitors				
Fire precautions				
Hot work				
Warning notices				

COMPLETION OF CONTRACT

In keeping with the whole contracting procedure it is important to ensure that health and safety matters receive due weighting and are properly verified on completion. At the final meeting any relevant documentation should be obtained (e.g.: electrical test certificates). Check that all equipment and material has been removed and that working areas have been left in a safe condition. Any damage to fixtures, fittings, floor surfaces, etc. should be made good. If equipment has been installed, safe operating procedures, maintenance routines, etc. must be clearly identified and understood involving, where appropriate, the hand-over of necessary documentation.

The results of your own and your contractors' health and safety monitoring should be exchanged. This information will be helpful if further work is to be considered. If the work was a 'one-off' repair there may well still be lessons to be drawn as to how you manage contracts in the future.

Key points on completion of the work:

- the site must be safe
- all equipment and waste must be removed
- any damage must be made good
- any installed equipment must have safe operating procedures, information about maintenance requirements, etc.
- for work covered by the Construction (Design and Management) Regulations the health and safety file must be handed over
- relevant documents must be handed over (e.g.: electrical test certificate).

Checklist

The objective of the following form is to ensure that the contract has been properly completed and documentation handed over.

**COMPLETION OF CONTRACT
Checklist**

CHECK-LIST COMPLETED BY
Signature:
Name in BLOCK capitals:
Position:
Date:

Building Project:
Contractor:
Completion Date:

Item	Notes
All equipment/materials removed from site	
Area left in a safe condition	
Damage to fixtures, fittings, floors made good	
If equipment installed: safe operating procedures provided maintenance requirements specified documentation handed over	
For work covered by CDM, health and safety file handed over	
All relevant documentation provided (e.g.: electrical test certificate)	

**BRACKNELL FOREST BOROUGH COUNCIL
EDUCATION DEPARTMENT
CODE OF PRACTICE FOR CONTRACTORS IN SCHOOLS**

PURPOSE OF THE CODE

The "Code" has been prepared to assist contractors and their employees to work safely and to prevent accidents and injuries to them and to school personnel. This Code also aims at assisting contractors in complying with the Health and Safety at Work Act, the appropriate Health and Safety Regulations made under the Act and any other applicable statutory provision, and with the terms of the contract.

All contractors working on school premises must comply with the provisions of this Code. The observance of this Code, however, does not in any way relieve the contractors of their Legal or Contractual Obligations. All contractors and their employees should be conversant with any safety rules of the school and the particular area in which they are working, and the contractor's representative, named in the contract document, has the responsibility for ensuring that this is so.

In any case of doubt regarding the application of this Code, or in any way circumstances affecting safe working not covered by the Code advice should be sought from the Council's Health & Safety Team in Property Services.

STARTING WORK

Appropriate arrangements for health and safety must be made and a safe system of work arranged before contractors' operations are allowed to begin.

When contractors' operations are expected to create special hazards, e.g.: application of heat, demolition work, or the use of dangerous articles or substances, the attention of the Head-teacher must be specifically drawn to these hazards so that adequate precautions may be taken. Contractors' employees may be at risk when working in certain areas from substances on the premises. In this case the contractor will be informed accordingly.

It is the contractors' responsibility to assess and inform sub-contractors and their own employees of these hazards.

SERVICES

Contractors must not connect or interfere with the electrical, gas, compressed air or other services of the school without the expressed permission of the Headteacher.

Connection of portable electrical tools such as drills by means of a standard plug is acceptable provided they are of the 110V AC type, but the provision of the step-down transformer is the contractor's responsibility.

TOOLS AND EQUIPMENT

All plant, tools, tackle and equipment used by contractors on school premises must be suitable for the work to be undertaken, must comply with all relevant legal standards and must be maintained in accordance with appropriate safety standards.

Section 3(5): School Premises Management

Contractors may not use school plant, tools, tackle or equipment without express written permission from the Head-teacher.

ELECTRICAL PLANT AND EQUIPMENT

The contractor or his employees shall not enter any sub-station, switch room or similar area without the expressed permission of the Head-teacher.

Portable electrical tools and equipment must be efficiently earthed or double insulated. In appropriate cases, such as working in wet conditions, they must be of a voltage not exceeding 50 Volts for lighting, and 100 Volts for portable tools; the supply to be by means of a double-wound transformer with the secondary centre tapped to earth. In certain cases an alternative device may be used with the written authority of the Head-teacher, this is to incorporate an earth monitoring device capable of switching off the supply in the event of the earth connection being broken.

GUARDS, FENCES, SCREENS AND ENCLOSURES

Guards or fences must not be removed from any machinery or plant without the previous permission of an authorised person as aforementioned. Guards or fences must not be removed while machinery plant is in motion or energised. They must be replaced and secured as soon as work is complete and before the machinery/plant is re-stated or energised. All contractors' machinery and plant brought onto school premises must comply with the regulations relating to that type of equipment and must, where appropriate, be securely guarded or fenced. Where contractors are carrying out work such as the breaking or dressing of stone or concrete, grinding of metals, etc., they will be responsible for the installation and maintenance of such screens or enclosures as may be required to protect persons other than their employees who may be endangered by their actions.

WORK ABOVE GROUND

When work by contractors involves the erection of any scaffold support, shoring or similar structure, they are responsible for the incorporation, in addition to the safety of the above, of features such as "fans", walkways, covers, guardrails, warning lights, etc., as may be necessary for safety. Daily precautions must be taken to ensure safety by the removal of ladders or other means of access when work ceases.

WORK BELOW GROUND

Ground on school premises may not be broken without the expressed permission of the Head-teacher. The contractor must positively locate underground services and their presence pointed out to those persons carrying out the excavations. The work on site must be made and kept safe by means of barriers, warning notices etc. and the ground restored to its original condition.

All trenches and excavations, particularly those adjacent to roads or existing buildings, must be adequately shored, and falls of material prevented by "battering back", caissons, or other effective means. In particular, the safety of children should be constantly borne in mind and any excavation boarded over where practicable when work is not actually proceeding.

ENTRY INTO CONFINED SPACES

Contractors and their employees may not enter any tank, pit, chamber, pipe, flue or similar confined space where there may be dangerous fumes or lack of oxygen, without the expressed permission of the Headteacher. If permission has been given, work in such places shall be

carried out using the methods and taking the precautions outlined in Safe work in confined spaces.

PERMIT TO WORK

In cases of especially hazardous work, or where contractor's operations may need to be co-ordinated with those of the school to ensure safety, the work may need to be governed by means of a formal permit system. The relevance of such a system to the work envisaged will be discussed wherever possible during the planning stage and the necessity for such a system to be adopted noted before work commences.

CONTROL OF POLLUTION

Contractors may not deposit any waste, chemical or other substance whatever into any drains, skips or bins on school premises unless the Head-teacher has given the expressed written permission.

CARTRIDGE OPERATED FIXING TOOLS

Cartridge fixing tools may not be used on school premises without prior permission from the Head-teacher. If this has been given, only a person trained in its safe use may use such tools. A copy of the maker's instructions must be kept with every tool and meticulously followed.

FIRE

Smoking, the use of flame lights, or the application of heat as in welding or burning is prohibited in many areas of school premises. Where this type of work is essential, contractors and their employees must seek prior permission from the authorised personnel but, in the absence of any specific restrictions, must assume that smoking etc. is prohibited.

Contractors are responsible for the provision of suitable and sufficient fire fighting equipment appropriate to the work involved. Contractors and their employees should check the following on arrival at the work site:

- The nearest means of escape in case of fire.
- The location, type and method of operation of the nearest fire fighting appliance.
- The location and method of operation of the nearest fire alarm.

Contractors must obey alarm signals whilst on school premises and the Foreman/Site Agent must identify themselves and report to the appropriate member of the school personnel, who is normally the Bursar.

Contractors using one or more of the school's fire appliances must notify the Head-teacher immediately.

EMERGENCY EVACUATION OF SCHOOL BUILDINGS

- Schools display official FIRE/BOMB WARNING instruction notices adjacent to each fire fighting appliance. Notices are normally prominently displayed in corridors and stairways and in the event of an emergency must be complied with by contractors.
- The evacuation instruction notices state the assembly point for users vacating a building as a result of ANY EMERGENCY SITUATION and should incorporate a map showing the location of the assembly point in relation to the building concerned. Contractors must assemble at the designated location.

- All staff should be familiar with the routes of escape from the buildings in which they work and teaching staff are required to advise pupils of fire regulations, routes of escape and assembly points as part of the induction programme for new pupils. If contractors are not clear regarding any of the instructions they must enquire accordingly before starting work.
- The continuous ringing of a bell warning system indicates that an emergency situation exists which necessitates the evacuation of the building. **NO-ONE IS EXEMPTED FROM EVACUATION.**
- On hearing the emergency warning it is vital that users evacuate the building in an orderly manner. Lifts and paternosters must not be used whilst the emergency alarms are ringing.
- Wherever practicable a roll call will be taken at the assembly point by each Teacher/Head of Department supervising a group of children at the time of the alert. Contractors will be included in this.

PERSONAL PROTECTION

The contractor is responsible for providing for own employees with such personal protection as may be required for the work in hand, for example, eye protection, head protection, respirators and breathing apparatus, etc.

PERMITS TO WORK

Where permits to work are required, contractors must fully inform subcontractors regarding the requirements and must ensure that where such systems are operative that they or their subcontractors fully comply at all times.

ACCIDENT INVOLVING CONTRACTOR'S EMPLOYEES

Accidents must be reported to the Council's Health and Safety Team, in Property Services on the form obtainable from the Head-teacher. Such accidents may result in legal action and in view of this accidents must be reported accurately and promptly.

REPORT OF AN INCIDENT, UNSAFE CONDITION OR HAZARD

Contractors are also requested to complete an Incident Form in relation to the any unsafe conditions or hazards they notice and notify the Head-teacher immediately. The completed form should be forwarded to the Council's Health and Safety Team in Property Services.

CONTRACTOR'S QUICK REFERENCE

PERMIT TO WORK (Contractor's Code of Practice)

Contractors must notify subcontractors of any health and safety requirements or arrangements.

SAFETY STANDARDS

1. Observe local rules. No smoking, Eye protection to be worn etc.
2. Notify Head-teacher on any welding (fire, glare, arc, etc.)
3. Dust and fumes to be kept to a minimum.
4. Contractor's electrical tools and other equipment must be in sound condition and conform to current regulations.
5. Contractor must not make use of school services without permission of the Head-teacher.
6. Contractor must not operate any equipment belonging to the school without permission of the Headteacher.
7. Contractor must maintain safe means of access and egress from every place of work at which the contractors and their employees will work.
8. Contractor is required to use school roads and gangways to and from the site of operations and is not authorised to be in any other part of site.
9. All excavations must be securely barred, and signs posted with warning lights after dark.
10. Contractor must report all accident/incidents to Council's Safety Adviser, Public and Environmental Services Department on form ARF1.
11. Good housekeeping must be undertaken at all times (gangways and roads to be kept clear).
12. The school will provide a safe place of work. Contractors and sub-contractors have a duty to implement and maintain a safe system of work.
13. On completion of work all materials and spoil must be removed from site and all works disturbed re-instated to their original condition.

CONSTRUCTION (DESIGN AND MANAGEMENT) REGULATIONS

	All construction projects	Additional duties for notifiable projects
Clients (excluding domestic clients)	Check competence and resources of all appointees	Appoint CDM co-ordinator*
	Ensure there are suitable management arrangements for the project welfare facilities	Appoint principal contractor*
	Allow sufficient time and resources for all stages	Make sure that the construction phase does not start unless there are suitable welfare facilities and a construction phase plan is in place.
	Provide pre-construction information to designers and contractors	Provide information relating to the health and safety file to the CDM co-ordinator
		Retain and provide access to the health and safety file
	(* There must be a CDM co-ordinator and principal contractor until the end of the construction phase)	
CDM co-ordinators		Advise and assist the client with his/her duties
		Notify HSE
		Co-ordinate health and safety aspects of design work and cooperate with others involved with the project
		Facilitate good communication between client, designers and contractors
		Liaise with principal contractor regarding ongoing design
		Identify, collect and pass on pre-construction information
		Prepare/update health and safety file
Designers	Eliminate hazards and reduce risks during design	Check client is aware of duties and CDM co-ordinator has been appointed
	Provide information about remaining risks	Provide any information needed for the health and safety file

	All construction projects	Additional duties for notifiable projects
Principal contractors		Plan, manage and monitor construction phase in liaison with contractor
		Prepare, develop and implement a written plan and site rules (Initial plan completed before the construction phase begins)
		Give contractors relevant parts of the plan
		Make sure suitable welfare facilities are provided from the start and maintained throughout the construction phase
		Check competence of all appointees
		Ensure all workers have site inductions and any further information and training needed for the work
		Consult with the workers
		Liaise with CDM co-ordinator regarding ongoing design
		Secure the site
Contractors	Plan, manage and monitor own work and that of workers	Check client is aware of duties and a CDM co-ordinator has been appointed and HSE notified before starting work
	Check competence of all their appointees and workers	Co-operate with principal contractor in planning and managing work, including reasonable directions and site rules
	Train own employees	Provide details to the principal contractor of any contractor whom he engages in connection with carrying out the work
	Provide information to their workers	Provide any information needed for the health and safety file
	Comply with the specific requirements in Part 4 of the Regulations	Inform principal contractor of problems with the plan
	Ensure there are adequate welfare facilities for their workers	Inform principal contractor of reportable accidents, diseases and dangerous occurrences
Workers/ everyone	Check own competence	
	Co-operate with others and co-ordinate work so as to ensure the health and safety of construction workers and others who may be affected by the work	
	Report obvious risks	